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ABSTRACT

This survey examines the extent and nature of certain special educational and support services for educationally disadvantaged community college students. The data are based on responses from 76 per cent of 180 public 2-year colleges in the Midwest. The findings were: (1) one out of nine Midwestern community college students is involved in developmental education through remedial courses, special academic skill services, and/or formal developmental programs; (2) 80 per cent of the responding colleges offer remedial courses, one-half of those offer special skill services and one-third offer formal developmental programs; (3) partial credit toward graduation is usually given for remedial courses, but little or none for transfer purposes; (4) developmental program faculty are generally the same age and have the same experience as regular faculty and many volunteered for their posts and received special training; (5) positive outcomes are reported for three-quarters of all students in developmental programs; and (6) respondents felt that as many as 1,000 Midwest community college faculty would attend a low-cost workshop on developmental education and that discussions of effective existing programs would be valuable. (Author/CA)

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Developmental Programs in Midwestern Community Colleges

Richard I. Ferrin

Higher Education Surveys
Report No. 4

JC 710 086

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Higher Education Surveys is an activity of the College Entrance Examination Board. Its purpose is to provide member institutions with a convenient means of gathering pertinent information about important current problems in college admissions. The survey described in this report was executed by the Midwestern Committee for Higher Education Surveys No. 4 with the staff support of Richard Ferrin and Carroll Cotten of the College Board's Access Research Office in Palo Alto, California, and Lucky Abernathy of the College Board's Midwestern Regional Office in Evanston, Illinois. The Midwestern Committee is responsible for gathering the data and reporting the results. Since a primary objective of this project is to make known the results obtained from the committee's questionnaire as rapidly as practical, this staff report is a factual accounting without interpretation or evaluation. The staff and committee are grateful to the many respondents who made this rapid survey possible by returning questionnaires within a few days.

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Abstract

This survey examines the extent and nature of certain special educational and support services for educationally disadvantaged community college students. Results were based on responses from 76% of the 180 public two-year colleges in the Midwest. Principal findings were:

1. At least 40,000 students, or about one Midwestern community college student in nine, are involved in developmental education through remedial courses, special academic skill services, and/or formal developmental programs.
2. About 80% of all responding colleges have remedial courses, almost half have special academic skill services, and nearly one-third have formal developmental programs. Most of the latter two types of activities are less than three years old.
3. Typically, at least partial credit toward graduation is given for both remedial and developmental program courses, although in a majority of cases such credits are not accepted for transfer to a senior college.
4. Typical developmental program faculty members volunteered for their positions, are about the same age and have at least as much teaching experience as the regular faculty, and have received special training for work with disadvantaged students.
5. According to respondents about 60% of those students in developmental programs in Fall, 1969 have either entered a bachelor's degree or vocational studies program or are still in the developmental program. Of those who left college, nearly one-third had definite job opportunities. Thus, positive outcomes are reported for three-fourths of all students in developmental programs.
6. Respondents felt that as many as 1,000 Midwestern community college faculty would likely attend a low-cost workshop on developmental education. They indicated that discussions of effective existing programs would be especially valuable.

Introduction

For years public two-year colleges have been challenged and sometimes perhaps even haunted by the implications of the term "open-door." Either by choice or through legislative action most have been structured to admit any high school graduate who applies. But leaders of the community college movement have always felt that "open-door" should mean more than that (Roueche, 1968). They believe that community colleges should develop the same commitment, establish the same priorities, and use the same creativity in developing programs and curriculums for the educationally disadvantaged student as they do for the able student (Moore, 1970).

This survey focuses on the disadvantaged student and attempts to examine the extent of community college involvement in special educational and support services for him. It seeks to ascertain the types of programs in operation, the numbers involved in each, and the nature of the services provided. The survey was conducted in the Midwest because of the large number and wide distribution of community colleges there and because of current interest in the topic among educational leaders in that region.

The concept of remediation, of meeting the educational needs of underprepared students, is not new. In fact, one could suggest that the majority of predominantly black colleges in the South and many of the community colleges across the nation have been operating within this framework since their inception. Nevertheless, the influx of large numbers of disadvantaged students into higher education, and particularly into community colleges, in recent years has strained institutional academic operations. Remedial courses, which often are slowed-down versions of regular courses, have been repeatedly criticized as not sufficiently effective (Richardson and Elsner, 1965; Bossone, 1966; Gordon and Wilkerson, 1966; Roueche, 1968). One of the more scathing summary comments came from Gordon and Wilkerson who

stated that ". . . the somewhat dreary pattern of remedial courses. . . [has] plagued many generations of low-achieving students with but little benefit to most of them."

Despite the seeming ineffectiveness of remedial courses, they continued into the 1960s as the primary form of compensatory education. In a 1963 national study of community college curriculums only 20 percent of all institutions indicated they had designed special curriculums for low-achieving students (Schenz, 1964). Presumably, in all other institutions these students were provided the same remedial courses that were available to all students and that, according to the reports of several institutions, might not have been appropriate for them (Kipps, 1966). As a matter of fact, Gordon and Wilkerson stated in 1966 that the results of their national investigations led them to conclude that although the practice of offering noncredit remedial courses was still widespread, it appeared to be losing ground.

In the past five years alternatives to the traditional remedial course pattern have been sought. Many institutions, such as Missouri's Forest Park Community College, Michigan's Macomb County Community College, and California's College of San Mateo, have received national publicity for their attempts to provide a wide range of curricular or support services or both to a specific group of disadvantaged students (Moore, 1968; Chalghian, 1969; Lopate, 1969). Other institutions, such as Malcolm X College in Chicago, have established special academic skill centers to serve the varied educational needs of anyone in the college who wishes to come.

In a 1969 review of the research on compensatory education, Kendrick and Thomas stated that "evidence points to the conclusion that existing compensatory programs and practices have made little impact in eradicating the problems of disadvantaged college students, nor have the majority of colleges accepted this area as their role" (1970).

This survey affords the opportunity to reassess the state of compensatory (or developmental) education by providing current data on the incidence and characteristics of various programs and practices among Midwestern community colleges. Whereas the results may have some applicability to other regions, caution must naturally be exercised in generalizing too readily.

Procedure

One important objective of Higher Education Surveys is to make results available quickly, thereby eliminating much of the usual time lag between collecting data and reporting findings. Consequently, the survey procedures and the questionnaire itself were designed to facilitate both rapid responses from the colleges and rapid analysis. A single-page questionnaire was used, and it was intended that answers to practically all questions would be quantifiable (see questionnaire on page 49).

Another objective of Higher Education Surveys is to bring together a group of educational leaders to assist in conducting the study and developing the questionnaire. The Midwestern Committee (see list of members at the front of this report) met on December 15 to discuss the matter of developmental programs and practices within community colleges and to identify particular issues that deserve study and are amenable to rapid survey techniques. The issues identified centered on program goals and objectives, the nature and extent of various types of programs, characteristics of students and faculty involved, curriculums and credit provided, program follow-up, and staff development. On January 11, the committee gathered to select and edit the specific items to be included in the questionnaire.

The committee discussed the problem of surveying developmental activities that were likely to be unique in both structure and operation from one campus to another, but the members felt that for

analytical purposes it would be useful and logical to ask respondents to answer in terms of three categories of activities. They were listed and defined as follows:

Remedial courses - Preparatory courses taken within the departmental structure.

Academic skill services - Provisions for students to receive one or more educational services as they have need. These services may or may not be grouped into one particular campus center.

Developmental programs - Specially organized programs that include a range of educational services for students formally enrolled in those programs.

Because there is such variety among developmental activities and because it was felt that readers would find descriptions of specific institutional programs and practices valuable for purposes of planning and evaluation, the committee agreed that this survey report should include brief, factual descriptions of several programs, each of which provide a comprehensive range of services to large numbers of students. These descriptions are given in the Appendix of this report and begin on page 17.

All programs described are in at least their second year of operation and, therefore, have had sufficient opportunity to evaluate their effectiveness. Information for the descriptions came primarily from data obtained through the questionnaires, but was supplemented by follow-up telephone conversations with program directors or other appropriate individuals. Although the list is not inclusive, it is meant to be representative of a variety of approaches used throughout Midwestern community colleges to assist educationally disadvantaged students. There are of course many smaller, newer programs that would merit inclusion if time and space allowed.

Questionnaires were mailed on January 13 to directors of developmental activities, academic deans, or presidents at all community colleges in the Midwest. By February 1 replies had been obtained from 65 percent of the 180 institutions in the region. Data from some additional colleges were obtained by telephone in order to insure geographic representativeness of the sample and in order to include most of the large developmental programs known to the staff and the committee. By February 2 usable responses were on hand from 76 percent (137 of 180) of all Midwestern community colleges (see list of survey respondents on page 47).

Results

Over one-third of a million day students attended 180 Midwestern community colleges in Fall, 1970, an enrollment increase of 15 percent from 1969 (Table 1). Although over 80 percent of the colleges enrolled less than 3,000 students, approximately three students in five attended the 35 institutions where enrollments exceed 3,000.

According to this survey the day enrollment included approximately 92 percent white students, 6.8 percent blacks, and less than 1 percent each of Spanish American and American Indians (Table 2).

Extent of activities

Although some students were undoubtedly counted under more than one category of activities, it is safe to state that at least 40,000 students were involved in some form of developmental education in Midwestern community colleges during Fall, 1970 (Table 1). Whereas

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Data from nonrespondent colleges were obtained from the Advance Report on Opening Fall Enrollment in Higher Education, Institutional Data, 1970. Washington, D.C.: U.S. Office of Education.

remedial courses involved more disadvantaged students than academic skill services and full-fledged developmental programs combined in both 1969 and 1970, the latter two categories demonstrated considerably higher participant growth over this period than did remedial courses.

Minority students are more highly represented in developmental education activities than in the student body as a whole, but the percentage varies according to activity type. For example, nearly one student in five that has enrolled in a formal developmental program is a minority student, whereas for remedial courses about one student in nine is a member of a minority group (Table 2).

Unlike remedial courses, formal developmental programs and special academic skill services are relatively new additions to the Midwestern community college scene. About 80 percent of all institutions report the use of remedial courses, with most indicating such courses have been employed for more than three years (Table 3). Academic skill services, on the other hand, are in operation in just under 50 percent of all colleges, and in over two-thirds of those cases the programs are less than three years old. Fifteen institutions reported the establishment of such services this year. Formal developmental programs as here defined, which have come into being primarily since Spring, 1968, are now functioning on less than 30 percent of all campuses.

Nature of activities

Whereas the primary function of remedial courses is to give academic assistance to students in order that they may be better prepared to take certain regular college courses, there are multiple functions of academic skill services and formal developmental programs. These latter functions vary among institutions. The most frequently noted function of academic skill services is providing tutorial help in basic skills (84 percent), but many respondents also indicated that their services included tutorial help in specific courses and academic and nonacademic counseling

(Table 4). Very few skill centers offer courses. There are interesting variations in this pattern, however, according to the age of the activity and the number of students involved. Small programs and those begun this year tend to provide primarily tutorial assistance, whereas most of the older and larger programs emphasize academic and nonacademic counseling and assistance in obtaining financial aid as well.

Tutoring and counseling are also the primary functions of formal developmental programs (Table 5). Over one-half of those programs more than three years old reported that they offer a complete curriculum for their students; this is true of less than 30 percent of the programs inaugurated this year. Very few (18 percent) of the programs enrolling more than 200 students have assumed the function of part-time job placement, whereas 69 percent of those enrolling less than 50 students have.

Many factors may be used to select students for remedial coursework, but the most critical by far appears to be standardized test scores (Table 6). About three-fourths noted that this factor was "very important," while less than one-half attached such importance to any other factor. For example, 32 percent considered high school rank and 42 percent considered student initiative as important factors. In colleges that enrolled over 500 students in remedial courses in Fall, 1970, only one in ten ranked student initiative particularly important.

According to Table 7 disadvantaged students receive academic skill services primarily through their own initiative, although in the majority of institutions standardized tests are also used. In selecting students for formal developmental programs the same two factors stand out (Table 8).

Increasingly of late educators have raised the issue of awarding credit for developmental education. Currently two-thirds of the colleges with remedial courses and three-fourths of the colleges with developmental program courses award at least partial credit for successful completion (Table 9). The overwhelming tendency is for institutions to award full credit if at all. The picture changes markedly, however, with

respect to the transferability of those same credits toward graduation at a senior institution. In nearly three-fourths of all cases remedial course credits do not have transfer value, although chances of transferring credit appear to be much better when students come from a small college than from a large one (Table 10). By way of explanation, several respondents noted that their institutions only granted remedial course credit to students engaged in terminal programs, so that even within their own two-year institutions credit would not be given toward a transfer curriculum.

As for developmental program courses, 47 percent of the institutions indicated that the senior colleges to which their graduates normally transfer do generally grant at least partial credit. Again the student transferring from a small institution appears to have a much better chance of receiving transfer credit than his counterpart from a large college.

Developmental program characteristics

A large portion of the questionnaire was directed solely to those institutions that currently have formal developmental programs. This section reports certain characteristics of the 40 programs about which data were received. (Despite follow-up efforts it seems probable that this survey missed five or so programs that would meet the definition used in thus survey.)

Most programs have been designed to serve a given student for at least one year, with about four in ten structured for a longer period (Table 11). There is little variation by size of institution, but it is interesting to note that nearly three out of five programs established during the current academic year have been designed on a one-semester basis. Summer-only programs are practically non-existent among the colleges surveyed.

Functions Although Table 5 indicates that roughly four out of five colleges with developmental programs provide tutoring, less than one-half (43 percent) of all developmental students actually receive tutoring at least once a week (Table 12). The results indicate that students in older programs and those in small institutions are most apt to be tutored regularly.

Developmental programs appear to place considerable emphasis on nonacademic or personal counseling, for over two-thirds of the programs perform this function and two-thirds of all developmental students receive such counseling at least monthly. As in the case of tutoring, personal counseling is more often provided in older programs than in newly-established ones.

More than three developmental students in five receive no financial aid, according to respondents. Of those that do, however, over 80 percent obtain more than $200 annually. The aid picture does not vary much with regard to college size, but marked differences are found when the age of the program is considered. Seventy-seven percent of the students enrolled in programs that began this year receive $200 or more, whereas only 26 percent enrolled in programs more than three years old received any aid.

Table 5 indicates that 82 percent of the programs provide some coursework, and half of those offer complete curriculums. As for developmental students nearly all (95 percent) take some developmental courses their first term in college, although 78 percent also take some coursework outside the program (Table 13). Students in larger institutions and older programs appear to take larger portions of their courses in the program.

Curriculum The primary focus of developmental curriculums evidently is on basic skill development. Eighty-four percent of all respondents indicated that they give this area "quite a bit" of emphasis (Table 14). Two in five rated attitude development and content

mastery as very important. Skill development and content mastery are emphasized in small programs, whereas understanding self and attitude development are emphasized more in larger programs.

The more training the developmental faculty had for work with disadvantaged students in particular curricular areas, the more emphasis was given to that area. For example, content mastery was rated highly by 33 percent of the colleges where the average developmental faculty member had no special training, by 38 percent where the average member had received in-service training or participated in an institute or workshop, and by 56 percent where the average member had taken some formal courses.

Within the context of increased national student participation in curricular affairs, it is particularly interesting to note that less than one college in five indicated that emphasis was given to participation by their developmental students in curriculum planning and evaluation.

Faculty and staff Approximately two-thirds of the developmental faculty and staff worked part-time in the program (data not presented in tables). If one estimates that the average part-time person spent half-time in developmental work, one can determine from the data that approximately 12 full-time equivalent (FTE) faculty and staff were involved in the typical developmental program (Table 15). Eight of these were faculty members and two were counselors.

As could be expected, the staff/student ratio is considerably higher in large programs than in small ones. In programs involving less than 50 students there is one FTE staff member for every four students, whereas in programs enrolling more than 200 students the ratio is up to 1:23. As for faculty the ratio ranges from 1:8 to 1:31. With respect to counseling, one of the key functions of developmental programs, there is one FTE counselor for every 26 students in small programs but only one for every 189 students in large ones. Very few para-professional personnel are employed in programs of any size.

Table 16 gives a profile of the typical developmental faculty member. According to the data, he differs from the remedial course instructor Roueche described three years ago (1968). Whether the difference is a result of the nature of remedial courses as compared with developmental program courses, the changes that may have occurred in three years, or a variety of other factors is, of course, uncertain.

Roueche noted that the remedial course teacher was typically younger and less experienced than other faculty, was normally assigned to his position, and obtained his learning about remedial students and remedial instruction through on-the-job experience. This survey, however, indicates that at 70 percent of the responding colleges the typical developmental faculty member is about the same age or older than the regular faculty, at 92 percent of the colleges he has about the same or more teaching experience, at 70 percent he volunteered (or was hired expressly) for his position, and at 85 percent he has received some training for work with non-traditional students--ranging from in-service activities to formal coursework. The profile is essentially the same for both large and small institutions, with one exception. In small colleges the typical faculty member was assigned to his position in slightly more than half the cases.

Eighty-four percent of all respondents indicated that at least one faculty member from their institution would likely attend a low-cost workshop on developmental activities if one were available (Table 17). The total likely attendees estimated by respondents came to 1,040 with 40 percent from Illinois and 15 percent from Michigan.

Workshops Respondents currently involved with formal developmental programs were asked to indicate workshop topics they felt would be "most useful" for two groups: 1) those planning to teach in developmental programs, and 2) those already teaching in such programs. Discussions of effective existing programs were considered "most useful" for both groups by three-fourths of the respondents (Table 18). A

workshop on teaching techniques was ranked highly for those currently teaching. Those individuals from small programs also considered a discussion of recent literature on the disadvantaged very important, whereas respondents from large programs indicated it less important than any other topic.

Student follow-up What happens to students after spending some time in a developmental program? In this survey respondents were asked to answer this question with reference to those students enrolled in their programs during Fall, 1969. Although one could certainly argue that the perceptions of these individuals may not accurately reflect reality, it is worthwhile to know that staff members responsible for developmental programs do think about the situations of those students with whom they have been involved. According to respondents, 47 percent went into either a bachelor's degree or vocational studies program (Table 19). Another 12 percent left because of a definite job opportunity, and 14 percent are still in the program. The remaining one-quarter left because of lack of interest, lack of academic progress, or lack of money.

According to respondents far more students in large programs or large institutions continue in regular academic programs than leave because of definite job opportunities; whereas in small programs or small institutions, the number continuing in regular college programs is about the same as the number leaving to take a job. Also, despite the fact that the majority of developmental students receive no financial aid, respondents felt that only about one in 20 left because of lack of money.

Caution must be exercised in interpreting such data for at least two reasons: 1) the actual situations are undoubtedly far more complex than these discrete categories imply, and 2) less than half the colleges indicated they have undertaken formal follow-up studies of their developmental students (Table 20). In fact 38 percent indicated they do not even conduct informal follow-up. About one college

in five has conducted at least one "experimental study." Colleges with programs less than three years old appear to be engaged in each form of follow-up and program evaluation to a greater extent than those with older programs. Research led one institution to discontinue its developmental program because "we were not doing what we thought we were." On the basis of their findings, however, they are currently designing a new program.

In response to an open-ended question on "the single most important measure of the effectiveness of your collegiate developmental program," more comments centered around academic success and persistence in school than around any other concept. For example, one individual stated: "The most important measure of the effectiveness of our program is the fact that a large percentage of our students go on to successfully complete a two-year degree." Another noted that "changing a pattern of underachievement to one of successful achievement" was most important.

Several respondents implied that personal and attitudinal development and the realization of individual goals should be the most critical concern. One commented that "it is most important for the students to develop self-concepts that are positive and predictive of success in the future." Another noted that his primary task was to help bring about "each student's success in achieving his original educational goal or such modification of that goal as is both attainable and satisfactory."

Appendix: A Descriptive Listing of Selected Developmental Programs in Midwestern Community Colleges

Compiled by Carroll C. Cotten

The following brief descriptions of 16 programs illustrate a variety of approaches to developmental education and are not limited to the type of program defined in the report as a "formal developmental program." This listing includes all responding programs that: serve 100 or more students, provide a minimum of several educational and support services, and are in at least their second year of operation. There are many other programs, of course, that meet some of these criteria and would certainly merit inclusion if time and space allowed.

The descriptions are intended to be factual, nonevaluative accounts. The information reported here came from institutional responses to the survey questionnaires (see page 49) as supplemented by telephone conversations with program directors, college deans, or other appropriate individuals. In all cases these individuals granted permission to identify their programs and had the opportunity to review the contents of the descriptions.

Whereas these descriptions provide examples of developmental programs in Midwestern public two-year colleges, the College Board this month will publish a much more extensive listing of a variety of college-level programs for minority/poverty students in all types of institutions across the nation. Copies of this latter volume, entitled A Chance to Go to College, may be obtained for $3.00 from the Publications Order Office, College Entrance Examination Board, Box #592, Princeton, New Jersey 08540.

College of DuPage
Glen Ellyn, Illinois
Program: Developmental Learning Laboratory

In 1968 College of DuPage reorganized its program of developmental and remedial courses and established the Developmental Learning Laboratory. This program provides individualized instruction in basic skills and specific classes as well as small-group workshops for interpersonal relations and attitude development. During Fall, 1970 the Laboratory enrolled 600 students on a voluntary basis, and employed a staff of nine full-time and 21 part-time personnel. The director reports that individual pre-test and post-test studies show, over an 11-week quarter, a 3 1/2 grade-level-equivalent average increase in reading and an average gain in speed of almost 200 words per minute. It was further reported that response from the faculty has been very positive and future plans include the development of individualized courses in English, Spanish, math, political science, and psychology to be taught in the Laboratory for credit in the various departments.

College of Lake County
Grayslake, Illinois
Program: Developmental Services

Developmental Services began in Fall, 1969 when College of Lake County opened. The program offers individualized tutorial assistance in basic study skills and specific courses combined with academic and non-academic counseling. The staff includes four full-time, credentialed instructors who are trained for developmental education. Instructional materials are developed primarily from course textbooks. Housed in an instructional laboratory and a few offices, the program enrolled 284 students in Fall, 1969 and 335 students in Fall, 1970. Although follow-up studies have not been conducted, the director reports very favorable response from students, faculty, and administration and increasing interest in the community.

Illinois Central College
East Peoria, Illinois
Program: Developmental Program

In its second year of operation, this program provides nine non-transfer courses in reading, writing, social science, and math, supplemented by a writing clinic which coordinates student-to-student tutoring. Also included are "human potential seminars" designed to increase self-understanding and academic motivation.

Small group and individual instruction is enhanced by restricting classes to no more than 15 students. Generally applicants for admission to Illinois Central College who fall below the 17th percentile on the ACT and rank in the bottom one-third of their high school classes are counseled into the program. In Fall, 1970 the program included 150 students and a staff of six full-time and three part-time counselor-teachers. The director estimated that 45 percent of the 1969 Developmental Program enrollment continued in the regular college curriculum in 1970.

Malcolm X College
Chicago, Illinois
Program: Learning Skills Center

Established in 1969, the Learning Skills Center offers a curriculum of developmental instruction for credit in English, reading, and math, and tutorial assistance in college courses and basic skills. Open to all students, most instruction is individual or in groups of three or four. The Center staff includes 13 full-time personnel --12 teachers and one administrator--and 35 part-time staff assistants, primarily senior college students who tutor in the subject of their major. The staff also provides academic and non-academic counseling. Operating on an unstructured time schedule, the Center served 1500 students during Fall, 1970, which is about 40 percent of the predominantly black student body. Seventy-five percent of the Center students received over $500 financial aid during 1970-71. One college official estimated that 75 percent of the students who have enrolled at Malcolm X since 1969 and who are continuing there or at another college have received tutoring at the Center. She reported community response to the program was "exceedingly good" and that "students appreciate it very highly because it is not a remedial center but a developmental center."

Olive-Harvey College
Chicago, Illinois
Program: English 101

An administrator reports that in response to adverse student reaction Olive-Harvey phased out its block developmental program about four years ago. In its place, the English Department has developed four types of instruction in freshman English to meet four proficiency levels: A traditional section for average students, a team-taught section for above average students, a combined English-reading section for students with reading deficiencies, and a tutorial section for students with the greatest English deficiencies. Fall, 1970

1343 students enrolled in English 101, about 20 students in each class. While all sections receive fully-transferable credit, the latter two are designed for students who in past years would have gone into the non-credit developmental program. Students may select any of the sections but are encouraged to attend specific sections based on standardized and local test results. In addition, a reading lab with professional and student-to-student tutoring is provided. Fall, 1970 the combined English-reading and tutorial sections enrolled 292 students, about 15 percent of the student body. According to a study of the Fall, 1969 enrollment in English 101 with all students taking the same final examination, a higher percentage of students in the combined English-reading and tutorial sections achieved a grade of C or above as compared with the more traditional and team-taught sections. In English 101, 13 percent more of the freshman class attained sufficient proficiency to enroll in English 102 than under the former block program.

Thornton Community College
Harvey, Illinois
Program: General Studies Program

Established in 1968, the General Studies Program provides courses in English, social science, and natural science, tutorial assistance in basic skills and the above courses, academic and non-academic counseling. Enrollment in the program is voluntary and has recently averaged about four percent of the total student body. In Fall, 1970 black students comprised about nine percent of the total student population and about 25 percent of the General Studies Program enrollment. The director reports 95 percent of those enrolled in 1969 went into a program leading to a bachelor's degree or into a vocational studies program. As of June, 1970, 67 percent of the 182 students who had enrolled in the program during the four semesters of 1968-70 had continued in some college program. Depending on the subject area, two-thirds to three-fourths of the students successfully pass regular college courses after completing General Studies Program courses.

William Rainey Harper College
Palatine, Illinois
Program: Developmental Program

This one-semester, non-transferable program provides a six-hour course-block in writing and reading, a course in basic arithmetic, and attitude development seminars of 10-15 students. In Fall, 1970 the staff included three teachers, three counselor-teachers, and one administrator, all of whom are full-time, fully trained and

credentialed. In addition, four teacher aides with bachelor's degrees were provided for small-group and individual tutoring. Enrollment is voluntary, but entering students scoring at the 14th percentile or less on the ACT are advised to participate in the program. The director reported 10 percent of the 177 students enrolled in Fall, 1969 went into a transfer program while 20 percent went into a career studies program. One hundred thirty-seven were enrolled in Fall, 1970.

Vincennes University
Vincennes, Indiana
Program: Basic Composition

Basic Composition is an intensive, one-semester, non-transferable, remedial English course designed in four parts: a general lecture session, reading-listening lab, a writing session, and individual counseling. Use is made of closed-circuit T.V., audio-tutorial tapes, programmed materials, and individualized instruction. Required of most entering students who score below 370 on the SAT-V, the Fall, 1970 enrollment was 825, 95 percent white. The staff comprises 14 full-time teachers and counselors. A study of 926 students enrolled in Fall, 1968 indicated that 76 percent of 752 students who achieved C or better in the course also achieved C or better in the subsequent transfer English course.

Des Moines Area Community College
Ankeny, Iowa
Programs: Learning 100 Lab, Career Programs

Ankeny's developmental education effort comprises several separate programs designed to meet specific needs of differing groups of students. For students "whose achievement is below the standard program," Learning 100 Lab provides voluntary, non-credit, individualized instruction in developmental reading and writing in addition to achievement and diagnostic testing. A staff of one part-time and two full-time specialists teach about 100 students in this program. Career Exploration Center, a non-credit program for handicapped and disadvantaged students, helps students assess their achievement, interest, aptitude, and "psychological tolerance" for specific vocations through standardized testing, personal counseling, and short-term work experience in various vocational settings. If needed, students are also provided developmental instruction in basic skills, math, and science. The Center enrolls about 500 students a year. Two other programs enroll about 100 students. These programs provide transferable courses and work experience in teacher education and human service vocations.

Genesee Community College
Flint, Michigan
Program: Curriculum A

For the past eight years Genesee has offered Curriculum A, a one-semester, non-transferable, developmental program of courses in math, English, reading, and study skills supplemented by student-to-student tutoring and special counseling assistance. Students not qualified on standardized tests for regular courses in the above subjects were required to enroll in Curriculum A. In response to student opinion, enrollment became voluntary in Fall, 1970 with 475 students participating, about 20 percent of them black. Through the use of small classes, individualized instruction, programmed instructional materials, and attitude seminars, Curriculum A has sought a balance among content mastery, basic skill development, self-understanding, and attitude development. Historically, 60 percent of the students have completed the program and enrolled in the standard curriculum the subsequent semester. Currently, formal follow-up studies are being conducted.

Macomb County Community College
Warren, Michigan
Program: Educational and Cultural Development

Educational and Cultural Development was established in 1965 to assist the "latent terminal" student who aspires to transfer from a community college but does not. The objectives of the program are "to retain the student long enough to help him achieve academic success or decide on a change in vocational-educational goals and to influence change in students' values and personality development toward greater maturity." The program offers a two-semester package of four transferable, college-level courses in humanities, natural science, communications, and social science plus a guidance seminar for the development of self-understanding and interpersonal skills. Block scheduled so that the groups of students take all their courses together, classes are team-taught by faculty oriented to student needs and life-styles. The program enrolls primarily full-time day, liberal arts, transfer applicants with below C+ high school averages who score between the 10th and 58th percentile on the SCAT. During Fall, 1970, 700 students (96 percent white) and a staff of 30 full-time and 25 part-time personnel (mostly teachers) participated in the program. The director reports that in a recent study the proportion of Educational and Cultural Development students graduating from Macomb was about three times as high as for the regular student body.

Oakland Community College (Highland Lakes Campus)
Union Lake, Michigan
Program: Foundational Studies (Developmental Band)

Foundational Studies is a transferable general education curriculum of four courses in communications, natural-life sciences, humanities, and social-behavioral sciences. The Developmental Band within Foundational Studies provides students with four credits a semester (two courses of two credits each) selected from the above curriculum. The major instructional emphasis is on attitude development rather than content mastery and basic skill development. "Student centered" faculty are chosen to teach and are provided in-service training for developmental instruction. The former director reported that enrolled students generally rank in the lower one-third of their high school classes, score in the lower one-third of the ACT, and approach college with "studied indifference." The program is supplemented by learning centers providing individualized tutoring and self-instruction materials. In Fall, 1970, 250 students were enrolled in the Developmental Band taught by one part-time and six full-time instructors. It was reported that 60 percent of the students in the program continue a second year at the college and 24 of the original 60 in 1968 are still there; five have graduated.

Forest Park Community College
St. Louis, Missouri
Program: General Curriculum

Established in 1965, this evolving and well-known program currently has three major aspects: 1) a series of general education courses in the fields of humanities, social science, natural science, and consumer economics; 2) basic studies to increase skills in math, writing, and reading in addition to highly flexible workshop-courses in assorted topics of student interest; and 3) guidance seminars providing a human relations laboratory and individual academic and non-academic counseling. Basically a one year, non-transferable program, recent trends toward more flexible scheduling make it possible for students to progress to a transfer program at mid-semester. In Fall, 1970, 275 students who scored at the 10th percentile or lower on the SCAT and ranked in the lower one-third of their high school classes were required to enroll in General Curriculum. In addition, 225 disadvantaged students were enrolled from Project Ahead, a St. Louis recruit-to-college program involving two- and four-year institutions. The staff numbered about 27 full-time and 21 part-time personnel. Perceiving guidance as the center of the program, the director stated, "Administratively, the program is completely unmanageable. However, it's a good program and its major strength is institutional commitment, starting

from the Board of Trustees on down." She also observed that student hostility to the program often emerges about the fifth week, begins to ease by the end of the semester, and by the end of the year, attitudes are generally positive.

Cuyahoga Community College
Cleveland, Ohio
Program: College Skills Program

College Skills Program was established in 1968 "to develop those basic skills necessary for academic success in college." It provided a non-transferable 20-week concentration of formal classroom training and drill in basic skills in addition to tutoring and personal counseling. In the fall quarter 1968, 204 students with low predicted grades in English and social science were placed in the program. A study indicated 50 percent had left the program by the end of the quarter. The most frequent reasons were good academic performance, dislike of the program, desire for transferable credit, and friendship ties. By Fall, 1970 the program had become decentralized and reduced in scope. College Skills Program is presently a tutoring effort serving about 100 students with a staff of six full-time and seven part-time personnel. Designed to reach students who have greatest need of the service, tutors are "planted" in classes where there is a high incidence of failure or where high-risk students gravitate.

Lorain County Community College
Elyria, Ohio
Program: Developmental Education Program

Instituted in 1965, this program is primarily content and academic-skill oriented. Nine formal, non-credit courses are offered in math, English, reading, writing, and study skills. In addition, a referral laboratory for individualized tutoring in the above areas is provided. The staff includes three full-time and eight part-time, fully-trained specialists. Although students may be advised to participate in the program because of low high school rank and placement test scores, enrollment is voluntary and open to all. In Fall, 1970, 10 percent of the student body was enrolled. About 60 percent of those enrolled in 1969 went into either a technical studies or bachelor's degree program, 15 percent are continuing in the Developmental Education Program, and 25 percent have dropped out. According to a recent institutional study, the dropout rate of high-risk students who have participated in the program is slightly higher than the total student population rate.

Kenosha Technical Institute
Kenosha, Wisconsin

Developmental education at Kenosha Technical Institute is channeled primarily through the Adult Basic Education and Adult High School programs. "Designed to enable adults to become more socially and occupationally competent," these programs enrolled 874 students in Fall, 1970. Twenty-five technical and vocational courses in addition to courses in the basic skills of reading, writing, speaking, and study are offered. The staff comprises two full-time and 23 part-time faculty, the latter coming largely from the regular college program. The latest audio-visual instructional techniques are used. These courses are supplemented by an Opportunity Center offering individual tutoring in basic skills and specific courses. The Center is open eight hours a day plus two evenings a week and is available to all students and citizens of the community.

Table 1. Total Fall, 1969 and Fall, 1970 day enrollment in Midwestern community colleges and the number who attended various developmental activities--1970 data by institutional size

	No. of colleges	Total college day enrollment (thousands)	Number who attended: Remedial courses (thousands)	Academic skill services (thousands)	Developmental programs (thousands)
Fall, 1970					
Under 1,000	86	47.1	3.5	2.7	0.5
1,000 - 3,000	59	108.0	8.0	4.4	2.5
Over 3,000	35	213.2	10.2	5.9	4.0
All colleges	180	368.3	21.7	13.0	7.0
Fall, 1969					
All colleges	175	319.6	19.3	9.9	5.7

Table 2. Racial composition of students enrolled in respondent colleges and of those who attended various developmental activities in Fall, 1970

	Total college	Remedial courses	Academic skill services	Developmental programs
% White	91.9	88.5	84.9	80.9
% Black	6.8	8.8	12.7	14.5
% Spanish American	0.9	1.0	1.2	2.1
% American Indian	0.3	1.7	1.1	2.5

Table 3. Number of respondent colleges providing various developmental activities for differing periods of time, and the Fall, 1970 enrollments of students in such activities--summary data

	Remedial courses		Academic skill services		Developmental programs	
	No. of colleges	Fall, 1970 enrollment (thousands)	No. of colleges	Fall, 1970 enrollment (thousands)	No. of colleges	Fall, 1970 enrollment (thousands)
All colleges						
Do not have	27	---	72	---	97	---
Less than 1 year	4	0.1	15	2.1	7	1.2
1-3 years	36	4.2	29	3.9	23	3.0
More than 3 years	70	17.4	21	7.0	10	2.8

Table 4. Percentage of respondent institutions that provide various functions within their academic skill services--by size and age of activity

	Number in activity		Age of activity		
	Under 50	Over 200	Under 1 year	Over 3 years	All colleges
Tutorial help in basic skills	92%	79%	93%	77%	84%
Tutorial help in specific courses	85	71	73	68	75
Academic counseling	62	86	53	86	72
Non-academic counseling	85	79	60	82	67
Complete curriculum	31	21	27	23	20
Limited courses	23	21	27	32	33
Part-time job placement	46	64	40	68	50
Assistance obtaining financial aid	54	79	47	86	64

Table 5. Percentage of respondent institutions that provide various functions within their developmental programs--by size and age of activity

	Number in activity		Age of activity		
	Under 50	Over 200	Under 1 year	Over 3 years	All colleges
Tutorial help in basic skills	85%	82%	71%	67%	82%
Tutorial help in specific courses	85	82	57	67	77
Academic counseling	92	82	71	67	79
Non-academic counseling	85	82	71	58	69
Complete curriculum	46	45	29	58	41
Limited courses	46	36	29	25	41
Part-time job placement	69	18	43	25	38
Assistance obtaining financial aid	85	45	57	42	49

Table 6. Percentage of respondent institutions that consider various factors "very important" in selecting students for remedial courses--by size and age of activity

	Number in activity		Age of activity		
	Under 100	Over 500	Under 1 year	Over 3 years	All colleges
Standardized tests	74%	30%	50%	76%	76%
High school rank	26	40	50	33	32
High school GPA	56	30	100	46	46
Local placement tests	48	50	50	46	46
Lack of qualification for a particular program	52	30	75	40	46
Student initiative	58	10	75	34	42

Table 7. Percentage of respondent institutions that consider various factors "very important" in selecting students for academic skill services--by size and age of activity

	Number in activity		Age of activity		
	Under 50	Over 200	Under 1 year	Over 3 years	All colleges
Standardized tests	54%	57%	67%	68%	59%
High school rank	23	21	13	50	27
High school GPA	54	21	27	36	29
Local placement tests	46	71	53	41	47
Lack of qualification for a particular program	54	43	47	45	41
Student initiative	77	71	87	73	74

Table 8. Percentage of respondent institutions that consider various factors "very important" in selecting students for developmental programs--by size and age of activity

	Number in activity		Age of activity		
	Under 50	Over 200	Under 1 year	Over 3 years	All colleges
Standardized tests	69%	64%	86%	50%	64%
High school rank	69	27	43	33	45
High school GPA	46	27	29	25	36
Local placement tests	15	45	29	33	36
Lack of qualification for a particular program	38	45	43	42	45
Student initiative	62	45	86	33	52

Table 9. Percentage of respondent institutions awarding full or partial credit toward graduation for remedial or developmental program courses--by institutional size and age of activity

	Remedial courses		Developmental program courses	
	Full credit	Partial credit	Full credit	Partial credit
Institutional size				
Under 1,000	44%	16%	64%	18%
Over 3,000	40	20	46	8
Age of activity				
Under 1 year	75	25	71	--
Over 3 years	47	18	50	20
All colleges	49	16	58	16

Table 10. Percentage of respondent senior colleges that generally grant full or partial credit for remedial or developmental program courses--by community college size and age of activity

	Remedial courses		Developmental program courses	
	Full transfer credit	Partial transfer credit	Full transfer credit	Partial transfer credit
Institutional size				
Under 1,000	19%	16%	25%	50%
Over 3,000	6	6	8	8
Age of activity				
Under 1 year	--	--	--	--
Over 3 years	10	23	11	11
All colleges	13	15	21	26

Table 11. Percentage of respondent institutions providing developmental programs for various periods of time--by institutional size and age of program

	One summer	One semester	One year	More than one year
Institutional size				
Under 1,000	-%	18%	36%	45%
Over 3,000	-	25	25	50
Age of program				
Under 1 year	-	57	14	29
Over 3 years	-	20	30	50
All colleges	3	27	27	43

Table 12. Percentage of students in respondent developmental programs who receive various amounts of financial aid, weekly tutoring, and/or monthly, non-academic counseling--by institutional size and age of program

	Financial aid - % receiving				% receiving	% receiving
	None	Under $200	$200-500	Over $500	Weekly tutoring	Monthly counseling
Institutional size						
Under 1,000	61%	5%	16%	18%	69%	59%
Over 3,000	61	4	18	17	43	68
Age of program						
Under 1 year	20	3	30	47	5	7
Over 3 years	74	9	13	4	48	72
All colleges	63	7	16	13	43	67

Table 13. Proportion of developmental students' first-term coursework typically taken within the developmental program--by institutional size and age of program

	Proportion of first-term coursework taken in developmental program				
	None	1/4	1/2	3/4	All
Institutional size					
Under 1,000	--%	36%	45%	9%	9%
Over 3,000	--	33	25	25	17
Age of program					
Under 1 year	14	14	57	--	14
Over 3 years	--	20	30	20	30
All colleges	5	35	30	13	18

Table 14. Percentage of institutions that place "quite a bit" of emphasis on various developmental curriculum areas--by program size and special faculty training

	Number in program		Special faculty training			
	Under 50	Over 200	None	In-service/ workshop	Formal courses	All colleges
College adaptation	17%	9%	--%	23%	33%	21%
Basic skill development	92	55	83	85	100	84
Content mastery	58	27	33	38	56	39
Understanding self	8	18	17	23	28	24
Attitude development	25	36	33	38	50	39
Student participation in curriculum planning and evaluation	8	36	17	15	22	18

Table 15. Average number of FTE staff* working in developmental programs and average number of students per FTE staff--by program size

	Avg. no. of FTE staff	No. of students per FTE staff			
		Program size			
	All colleges	Under 50	50-200	Over 200	All colleges
FTE staff					
Counselors	1.8	26	59	189	109
Faculty	7.9	8	20	31	25
Administrators	0.7	39	200	529	279
Para-professional assistants	0.5	118	200	662	391
Paid student assistants	0.8	30	200	407	245
Total	11.6	4	12	23	17

*Part-time staff were assumed to be working half-time in developmental work

Table 16. Characteristics of average developmental faculty--by institutional size

	Institutional size		
	Under 1,000	Over 3,000	All colleges
Age			
Younger than regular faculty	9%	20%	30%
Older than regular faculty	9	10	11
About same as regular faculty	82	70	59
Teaching experience			
Less than regular faculty	9	10	8
More than regular faculty	36	40	38
About same as regular faculty	55	50	54
Predominant color			
White	91	90	92
Black	9	10	8
Other	--	--	--
Reason in position			
Volunteered	45	80	70
Assigned	55	20	30
Special training for work with non-traditional students			
None	9	10	16
In-service training	18	30	22
Attended workshop	27	10	14
Formal coursework	45	50	49

Table 17. Number of faculty members who would likely attend a low-cost workshop on developmental activities (according to respondents)--by state

	No. of colleges indicating interest in workshop	No. of faculty who would likely attend
Illinois	33	416
Indiana	0	---
Iowa	13	69
Kansas	11	99
Michigan	17	161
Minnesota	14	77
Missouri	6	69
Nebraska	3	51
North Dakota	2	15
Ohio	5	38
South Dakota	0	---
West Virginia	1	3
Wisconsin	10	42
Total	115	1,040

Table 18. Percentage of respondents with developmental programs indicating various workshop topics "most useful" for those planning to teach and those currently teaching in developmental programs --by size of program

	Planning to teach			Currently teaching		
	Under 50	Over 200	All colleges	Under 50	Over 200	All colleges
Recent literature on disadvantaged	77%	18%	59%	85%	18%	59%
Minority/poverty characteristics	54	27	46	46	27	41
Teaching techniques	85	55	69	62	45	56
Cultural awareness	69	36	49	54	27	46
Student evaluation	54	45	56	69	55	72
Sensitivity training	54	27	46	62	18	49
Effective developmental programs	77	64	74	77	55	74
Trends in education	31	45	38	46	36	41
Philosophy of educating the disadvantaged	69	36	59	46	36	46

Table 19. Nature and extent of persistence of students enrolled in respondent developmental programs in Fall, 1969--by institutional and program size

	Institutional size		Number in program		
	Under 1,000 (avg. %)	Over 3,000 (avg. %)	Under 50 (avg. %)	Over 200 (avg. %)	All colleges (avg. %)
Are still in program	21%	20%	19%	19%	14%
Went into program leading to a bachelor's degree	12	21	13	29	26
Went into a vocational studies program	15	20	13	22	21
Left primarily because of definite job opportunity	24	7	27	6	12
Left primarily because of lack of interest	14	15	9	8	11
Left primarily because of lack of academic progress	10	8	18	8	9
Left primarily because of lack of money	5	7	2	6	6
Total	100%	100%	100%	100%	100%

Table 20. Percentage of respondent institutions that conduct various forms of developmental program evaluation--by institutional size and age of program

	Institutional size		Age of program		
	Under 1,000	Over 3,000	1-3 years	Over 3 years	All colleges
Informal follow-up	47%	50%	74%	58%	62%
Formal follow-up studies	27	38	52	42	43
Experimental research studies	27	13	35	8	21

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Survey Respondents*

Illinois

Amundsen-Mayfair College
Black Hawk College - Kewanee
Black Hawk College - Moline
College of DuPage
College of Lake County
Danville Junior College
Elgin Community College
Highland Community College
Illinois Central College
Illinois Valley Community College
John A. Logan College
Kaskaskia College
Kennedy-King College
Kishwaukee College
Lake Land College
Lincoln Land Community College
Loop College
Malcolm X. College
McHenry County College
Moraine Valley Community College
Morton College
Olive-Harvey College
Olney Central College
Parkland College
Prairie State College
Rock Valley College
Shawnee College
Southeastern Illinois College
Southwest College
Spoon River College
Thornton Community College
Triton College
Wabash Valley College
Waubonsee Community College
William Rainey Harper College
Wright College

Indiana

Vincennes University

Iowa

Clinton Community College
Des Moines Area Cmty. Col. - Ankeny
Des Moines Area Cmty. Col. - Boone
Ellsworth Community College
Iowa Central Cmty. Col. - Webster City
Iowa Lakes Community College
Iowa Western Cmty. Col. - Clarinda
Iowa Western Cmty. Col. - Council Bluffs
Kirkwood Community College
Marshalltown Community College
North Iowa Area Community College
SE Iowa Area Cmty. Col. - Burlington
SE Iowa Area Cmty. Col. - Keokuk

Kansas

Allen County Community Jr. College
Butler County Community Jr. College
Cloud County Community Jr. College
Colby Community College
Cowley County Community College
Dodge City Community College
Fort Scott Community College
Garden City Community Jr. College
Highland Community Junior College
Independence Community Jr. College
Johnson County Community College
Kansas City Kansas Junior College
Kansas Technical Institute
Neosho County Community Jr. College
Seward County Community Jr. College

Michigan

Bay de Noc Community College
Genesee Community College
Glen Oaks Community College
Grand Rapids Junior College
Henry Ford College
Highland Park College
Jackson Community College

*A few questionnaires were received too late to be used.

Survey Respondents*

Kellogg Community College
Kirtland Community College
Lake Michigan College
Macomb County Community College
Monroe County Community College
Montcalm Community College
North Central Michigan College
Northwestern Michigan College
Oakland Cmty. Col. - Highland Lakes
St. Clair County Community College
Schoolcraft College
Southwestern Michigan College
Washtenaw Community College
West Shore Community College

Minnesota

Anoka-Ramsey State Junior College
Austin State Junior College
Brainerd State Junior College
Fergus Falls State Junior College
Hibbing State Junior College
Itasca State Junior College
Lakewood State Junior College
Mesabi State Junior College
Metropolitan State Junior College
Normandale State Junior College
Northland State Junior College
Rainy River State Junior College
Rochester State Junior College
U. of Minn. Tech. Col. - Crookston
Vermilion State Junior College
Willmar State Junior College

Missouri

Florissant Valley Community College
Forest Park Community College
Jefferson College
Longview Community College
Meramec Community College
Mineral Area College
State Fair Community College
Trenton Junior College

Nebraska

Fairbury Junior College
McCook College
Nebraska Western College
North Platte Junior College
Northeastern Nebraska College

North Dakota

Bismarck Junior College
North Dakota State U. - Bottineau

Ohio

Clark County Technical Institute
Columbus Technical Institute
Cuyahoga Cmty. Col. - Cleveland
Lorain County Community College
Muskingum Area Technical Institute
Sinclair Community College

West Virginia

Potomac State College

Wisconsin

Columbia County Teachers College
Dist. One Tech. Inst. - Eau Claire
Dodge County Teachers College
Fond Du Lac Technical Institute
Juneau County Teachers College
Kenosha Technical Institute
Madison Area Technical College
Nicolet College & Technical Institute
North Central Technical Institute
NE Wisconsin Technical Institute
Outagamie County Teachers College
Vernon County Teachers College
Waukesha County Technical Institute
Western Wisconsin Tech. Inst.

*A few questionnaires were received too late to be used.

Higher Education Surveys

DIRECTIONS: These questions should be answered with respect to day students (full- and part-time) only. Please answer each question that is appropriate to your institution. Give your best estimate and, if you wish, explain any answer in the "Comments" space on the back. Call 415–328-6150 collect to clarify any question. Please return so as to reach our office by January 25.

For purposes of this survey, developmental activities have been grouped into 3 categories and defined as follows:

- Remedial courses – preparatory courses taken within the departmental structure
- Academic skill services – provisions for students to receive one or more educational services as they have need
- Developmental programs – specially organized programs that include a range of educational services for students formally enrolled in the program

(1) Please answer each item for each column. [If answer is none, mark 0.]

	Total college	Remedial courses	Academic skill services	Developmental programs
a. Estimate the number of students who attended during the:				
fall term, 1969	____	____	____	____
fall term, 1970	____	____	____	____
b. Give a rough estimate of the percent of fall, 1970 students who were:				
White	____	____	____	____
Black	____	____	____	____
Spanish American	____	____	____	____
American Indian	____	____	____	____
	100%	100%	100%	100%

c. Check each factor that your college considers "very important" in selecting students for each category of activities.

Standardized tests	( )	( )	( )
High school rank	( )	( )	( )
High school GPA	( )	( )	( )
Local Placement tests	( )	( )	( )
Lack of qualification for a particular program	( )	( )	( )
Student initiative	( )	( )	( )

d. Estimate the number of years (including 1970-71) that your institution has provided these activities. ____ ____ ____

(2) Check each function that is carried out through your skill services and/or developmental program:

	Skill Services	Dev Prog
Tutorial help in basic skills	( )	( )
Tutorial help in specific courses	( )	( )
Academic counseling	( )	( )
Non-academic counseling	( )	( )
Complete curriculum	( )	( )
Limited courses	( )	( )
Part-time job placement	( )	( )
Assistance obtaining financial aid	( )	( )
Other [explain on back]	( )	( )

(3) How much credit toward college graduation does your college generally grant for:

Rate each: 1 – full credit
2 – partial credit
3 – no credit

Remedial courses ( )
Developmental program courses ( )

[If it awards full or partial credit for either, answer the next part.]

How much transfer credit do the senior colleges in which your graduates normally enroll generally grant for:

Rate each: 1, 2, or 3 as above

Remedial courses ( )
Developmental program courses ( )

(4) How many faculty members at your college do you feel would definitely profit from a 2-3 day workshop on developmental activities and would likely attend if one were available at a low cost? ____

If your college has a specially organized developmental program in which some students are formally enrolled, please answer the remaining questions. If it does not, please write N/A over the questions, sign the questionnaire, and return it. Thank you.

(5) How long is your developmental program designed to provide service to a given student? [Check one]

- One summer ( )
- One semester ( )
- One year ( )
- More than one year ( )

(6) Estimate the percent of students in the program currently receiving:

a. Financial aid (Annually)
- None (___)
- Under $200 (___)
- $200–500 (___)
- Over $500 (___)

b. Tutoring at least once a week (___)

c. Non-academic counseling at least once a month (___)

(7) How many staff work in the program? [Each person may be counted more than once]

	Full-time	Part-time
Counselors	____	____
Faculty	____	____
Administrators	____	____
Para-professional assistants	____	____
Paid student assistants	____	____
Total individuals (may be less than sum of above)	____	____

OVER

8 What portion of a developmental student's first term academic work is typically taken in the program? [Check one] N = none; A = all

N ( ) ¼ ( ) ½ ( ) ¾ ( ) A ( )

9 Give your best estimate of the percent of students enrolled in the program during the fall of 1969 who [If none, mark 0]

Are still in the program ..... ____
Left primarily because of definite job opportunity ..... ____
Left primarily because of lack of interest ..... ____
Left primarily because of lack of academic progress ..... ____
Left primarily because of lack of money ..... ____
Went into program leading to a bachelor's degree ..... ____
Went into a vocational studies program ..... ____
100%

10 Check one alternative for each characteristic below that best describes the developmental faculty on the average:

a. Age as compared with faculty not in program:
younger ( ) older ( ) about same ( )
b. Teaching experience as compared with faculty not in program:
less ( ) more ( ) about same ( )
c. Predominant color:
white ( ) black ( ) other ( )
d. Reason in this position:
volunteered ( ) assigned ( )
e. Special training for work with non-traditional students:
none ( ) in-service training ( ) attended institute or workshop ( ) formal coursework ( )

11 Check the most useful topics for inclusion in workshops for: (a) those planning to teach in developmental programs, and (b) those already teaching in such programs. [Mark both columns]

	Planning to teach	Currently Teaching
Recent literature on disadvantaged	( )	( )
Minority/poverty characteristics	( )	( )
Teaching techniques	( )	( )
Cultural awareness	( )	( )
Student evaluation	( )	( )
Sensitivity training	( )	( )
Effective developmental programs	( )	( )
Trends in education	( )	( )
Philosophy of educating the disadvantaged	( )	( )

12 In your judgment how much emphasis is placed on each of the following areas in your program?

Rate each: 1 – quite a bit
2 – some
3 – not much

College adaptation ..... ( )
Basic skill development ..... ( )
Content mastery ..... ( )
Understanding self ..... ( )
Attitude development ..... ( )
Student participation in curriculum planning and evaluation ..... ( )

13 What types of activities does your institution conduct in an attempt to evaluate the effectiveness of its developmental program? [Check each that has been done]

Informal follow-up ..... ( )
Formal follow-up studies ..... ( )
Experimental research studies ..... ( )
Other [explain in "Comments"] ..... ( )

If you have any such studies available for distribution to other colleges, please indicate their titles in "Comments."

14 In your judgment what is the single most important measure of the effectiveness of your collegiate developmental program?

COMMENTS: Use this space to explain any answer

Name _____

Institution _____

Use prepaid envelope provided – Return to:

College Entrance Examination Board
Midwestern Regional Office
990 Grove Street
Evanston, Illinois 60201